**PLC AT WORK**

**Action Plan**



**GOAL: Implementation of Math CCSS**

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| **Action Steps** | **Responsible Team Members** | **Timeline** | **Resources Needed** | **Measurable**  **Indicators** |
| 1. **Use Department PLC structure to align classroom practices to the new standards** 2. **Provide Math support for struggling learners** 3. **Use Math standards as a springboard for facilitating staff discussion to implement teaching practices that achieve those standards in all curricular areas and to focus on best practices in formative assessment in all classrooms**   **4. Provide practice opportunities through SBA classroom activities in a computer lab setting.**  **5. Provide opportunities for the staff to experience the test in order to align our best practices in the classroom across the curriculum to support Math and ELA CCSS implementation.** | 1. **Math Department, principal** 2. **Math, Resource, Special Education Departments, and principal** 3. **Math Department, Leadership Team, all staff**   **4. Math Department**  **5. Leadership team** | 1. **2013-14 school year** 2. **2013-14 school year** 3. **2013-14 school year in PLC meetings and PIR days**  * **Use 2 staff meetings (one before Christmas, and one in Feb/March) to introduce:** * **Mtg 1 - Fixed v. growth mindsets (video from Aug session, Allison/Reinicke) and 3 of the Math CCSS standards that can be supported in all classrooms (Perseverance, Constructing Viable Logical Arguments, and Attending to precision) with examples from staff on how these standards are already being taught in some of our classrooms other than Math (Schooler for Precision, Shearer for Argumentation, Enich/Beck for Perseverance) – ask staff to bring to our next meeting to share out** * **Meeting 2 – in interdisciplinary PLC tables, staff shares out ideas on implementation; then table share out to compile a database of ideas of cross curricular activities that support Math CCSS**   **4. January-April**  **5. April 29 PIR Day** | 1. **Department PLC work time (Thursday early outs)** 2. **Planning for General Math 3 classes, increase in number of math labs to include Geometry support** 3. **Department and Interdisciplinary PLC work time**   **4. Computer Labs**  **5. Computer Labs, Access to SBA practice test website** | 1. **Unit plan documents and common assessments, both formative and summative** 2. **Increased MAPS scores and increased success in regular math class proficiency, lower D/F ratio** 3. **Action plan from leadership team on implementing professional development and assessing proficiency in formative assessment strategies**   **4. Students can identify skills needed to take the test and provide feedback on obstacles we may face in proctoring the SBA in April.**  **5. Staff can identify skills needed to take the test and provide feedback on obstacles we may face in proctoring the SBA in April. Staff can identify best practice strategies for their curricular area that will support Math CCSS.** |